

## Nursery- Medium Term Planning- Animals- Summer 1 - 2023/2024

	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	CoETL
<b>1. Under the Sea</b>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children (Birth- 3)</p> <p>Develop their sense of responsibility and membership of a community. Show more confidence in new social</p>	<p>Start to develop conversation, often jumping from topic to topic. Are usually still learning to pronounce:</p> <p>-l/r/w/y - s/sh/ch/dz/j</p> <p>f/th - multi-syllabic words such as 'banana' and 'computer' (Birth-3)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use a wider range of vocabulary. (3 and 4 year olds)</p> <p>Help to encourage listening skills, using the interactive PowerPoint. Can the children watch and listen to the clues and identify the sea creature?</p>	<p>Develop manipulation and control. Explore different materials and tools. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Children to make a salt dough or clay octopus. Encourage them to roll and shape the dough/clay into a ball</p>	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Repeat words and phrases from familiar stories. (Birth-3)</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print: print has meaning, the names of the different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom (3 and 4 year olds)</p> <p>Read Tiddler by Julia Donaldson to the children. Encourage them to fill in missing words and phrases from the story.</p>	<p>"Seaside"</p> <p>Into the Sea Song</p> <p>On the Beach</p> <p>Sounds like the Sea!</p> <p>In the Rock Pool!</p> <p>Pam Visits the Seaside</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3 and 4 year olds)</p> <p>Children to look at sea creatures on IWB, as a group, count the features. Examples, octopus, starfish, clownfish etc</p>	<p>Explore and respond to different natural phenomena in their setting and on trips. (Birth-3)</p> <p>Talk about what they see, using a wide vocabulary. (3 and 4 year olds)</p> <p>Floating egg experiment. Children to follow instructions and see what happens. Can they recall what happened. Split into 2 groups to allow children to watch closely.</p> <p><a href="https://www.twinkl.co.uk/resource/t-t-252428-evfs-floating-egg-science-experiment-and-prompt-card-pack">https://www.twinkl.co.uk/resource/t-t-252428-evfs-floating-egg-science-experiment-and-prompt-card-pack</a></p>	<p>Start to make marks intentionally.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.(Birth-3)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>(3 and 4 year olds)</p> <p>Create a fish. Children to use different colour paper to decorate a fish.</p>	

	<p>situations. (3 and 4 year olds)</p> <p>Children to work together to make paper chains octopus legs. Split into groups to help one another. Which group has the longest leg- have a timer on the board and then compare.</p>	<p><a href="https://www.twinkl.co.uk/resource/t-t-10990-under-the-sea-what-can-you-see-powerpoint">https://www.twinkl.co.uk/resource/t-t-10990-under-the-sea-what-can-you-see-powerpoint</a></p>	<p>and then add straw legs and googly eyes. Children to cut the straws independently. (Home)</p>					 <p>(Book)</p>	
<p><b>2. Under the Sea</b></p>	<p>Be increasingly able to talk about and manage their emotions. Develop friendships with other children. (Birth-3)</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts. (3 and 4 year olds)</p> <p>Play a parachute game to encourage children to work together. Place 'Tiddler' onto the parachute and ask the children to work</p>	<p>Generally focus on an activity of their own choice and find it difficult Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple' (Birth-3)</p> <p>to be directed by an adult. Use wider range of vocabulary. May have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. (3 and 4 year olds)</p> <p>Line a tuff spot with blue or green material and place some small world sea creatures on top.</p>	<p>Develop manipulation and control. Explore different materials and tools. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Children to draw a wavy line on pieces of</p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Design their own Tiddler fish using paints or craft. <a href="https://www.twinkl.co.uk/resource/t-t-5517-under-the-sea-decorate-a-fish-template">https://www.twinkl.co.uk/resource/t-t-5517-under-the-sea-decorate-a-fish-template</a></p>	<p>"Park"</p> <p>Ted's Walk to the Park"</p> <p>Silly See-Saw Song</p> <p>Sandpit Blends</p> <p>Which Slide?</p> <p>Hop, Little Poppy</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Combine shapes to make new ones – an arch, a bigger triangle etc. (3 and 4 year olds)</p> <p>Talk about the shapes that are used to create the different sea creatures and invite the children to use the paper shapes to create their own sea creatures <a href="https://www.twinkl.co.uk/resource/tf-t-27362-evfs-sea-creature-shapes-busy-bag-plan-and-resource-pack">https://www.twinkl.co.uk/resource/tf-t-27362-evfs-sea-creature-shapes-busy-bag-plan-and-resource-pack</a></p>	<p>Explore collections of materials with similar and/or different properties Show interest in different occupations. (3 and 4 year olds)</p> <p>Using the IWB children are to all work together to draw a under the sea picture to go on the display.</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. (Birth-3)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (3 and 4 year olds)</p> <p>Make a paper jellyfish. Children to cut their own ribbon or strips of paper. (Home)</p>	

	<p>together to make the fish jump! Challenge them to make the fish high into the air or jump low to the ground.</p>	<p>Encourage children to take it in turns to talk about the different sea creatures they can see. What can they tell us about them?</p>	<p>blue paper. Encourage children to practice using scissors to cut along the drawn lines to create wave shapes <b>(Book)</b></p>						
<p><b>3 Under the Sea</b></p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children (Birth- 3)</p> <p>Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. (3 and 4 year olds)</p>	<p>Understand simple instructions like "give to mummy" or "stop". Listen to other people's talk with interest, but can easily be distracted by other things. (Birth-3)</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3 and 4 year olds)</p> <p>Children to listen to the story. Stop periodically to ask questions. <a href="https://www.bbc.co.uk/teach/school-radio/listen-and-play-under-the-sea/zm6xwtv">https://www.bbc.co.uk/teach/school-radio/listen-and-play-under-the-sea/zm6xwtv</a></p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (birth-3)</p> <p>Use large-muscle movements to wave flags and streamers, paints and make marks. Show preference for a dominant hand. (3 and 4 year olds)</p> <p>In an outside area, provide some long strips of backing paper or wallpaper. Provide children with large brushes along with blue, green and white paint. Children can use large-muscle movements to paint long, wavy lines to create sea pictures. <b>(Home)</b></p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Using whiteboards invite children to draw pictures of the sea creatures they spot. Can they write initial sounds next to their pictures?</p>	<p>"Shopping Centre"</p> <p>Mrs Shopalot's Songs</p> <p>Costume Capers</p> <p>Captain Stomp's Shoe shop shuffle</p> <p>Ted's Fussy Customers</p> <p>Coffee Shop Chants</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3 and 4 year olds)</p> <p>Practice subitising using shells. Place a small number of shells into a tray for children to subitise. Rearrange the shells and encourage children to talk</p>	<p>Explore and respond to different natural phenomena in their setting and on trips. (Birth-3)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (3 and 4 year olds)</p> <p>Talk about keeping the oceans clean and what we do with our own rubbish</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmic and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways. (Birth-3)</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3 and 4 year olds)</p> <p>Sing songs linked to Under the Sea</p>	

	Encourage children to select and use resources to build a large submarine. Support them to work together to build a submarine that they can sit inside. Use the large wooden blocks.					about what they see. (Book)			
<b>4 Safari</b>	<p>Feel strong enough to express a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. (3 and 4 year olds)</p> <p>Work together to pack a</p>	<p>Understand simple instructions like "give to mummy" or "stop". Recognise and point to objects if asked about them. (Birth-3)</p> <p>Can start a conversation with an adult or a friend and continue it for many turns. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3 and 4 year olds)</p> <p>Have a variety of animals. Describe one to the children can they name the animal you are describing.</p>	<p>Develop manipulation and control. Explore different materials and tools. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Have large leopards printed out. Can the children work together to</p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name. (Birth-3)</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Children to all help write a safari postcard. Can the children write their names?</p>	<p>"In the Woods"</p> <p>Woodland I spy</p> <p>What's that Woodland Sound</p> <p>What has Badger lost?</p> <p>Woodland Map</p> <p>Cross the River</p>	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3)</p> <p>Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity. (3 and 4 year olds)</p> <p>Look at size during circle time by asking the children to make their bodies as tall as a giraffe, as big as an elephant or as small as a meerkat</p>	<p>Notice differences between people and animals. (Birth-3)</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (3 and 4 year olds)</p> <p>In small groups, use this <b>African Animal Footprint Matching Activity</b> to explore the different footprints that safari animals may leave behind. Can children match the animal to their footprints and explain their reasoning?</p>	<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. (Birth-3)</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. (3 and 4 year olds)</p> <p>Work together to create a safari tent.</p>	

	rucksack for going on a safari. Can the children name objects we need? (Book)		finger paint its spots? (Home)						
<b>5 Safari</b>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule. (3 and 4 year olds)</p> <p>Circle time- Can the children name their favourite animal? Why? Can they act the animal out?</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures. (Birth-3)</p> <p>Enjoy listening to longer stories and can remember much of what happens (3 and 4 year olds)</p> <p>Have a look at Safari books. Can they see any animals they know? (Book)</p>	<p>Develop manipulation and control. Explore different materials and tools. (Birth-3)</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Children to have a go at cutting out white and black to as a group create a zebra. (Home)</p>	Bank Holiday Monday	<p>"Café"</p> <p>Busy Day at the Café</p> <p>Crash's Café</p> <p>Thirsty Customers</p> <p>Delicious Dishes</p> <p>Pancakes Please</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'. (3 and 4 year olds)</p> <p>Create a pictogram of the children's favourite animals. Which has the most?</p>	<p>Talk about what they see, using a wide vocabulary. (3 and 4 year olds)</p> <p>In small groups, focus on individual safari animals and learn some key facts about them, such as what they eat and where they live.</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways. (Birth-3)</p> <p>Play instruments with increasing control to express their feelings and ideas. (3 and 4 year olds)</p> <p>Instruments- Can the children use them to be loud like an elephant, quiet like a meerkat?</p>	

<p><b>6 Pol ar</b></p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule. (3 and 4 year olds)</p> <p>Play the Polar bingo game. Children to work in pairs or small groups playing the game together. <a href="#">Polar Regions Bingo (teacher made)</a> - Twinkl</p>	<p>Start to develop conversation, often jumping from topic to topic. Are usually still learning to pronounce: -l/r/w/y - s/sh/ch/dz/j</p> <p>f/th - multi-syllabic words such as 'banana' and 'computer' (Birth-3)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Use a wider range of vocabulary. (3 and 4 year olds)</p> <p>Play the Lost and Found 'Can you find game'. Split into 2 groups and the children are to answer questions and find the object they are given. Extend the activity by asking the children what's next to the object etc? <a href="#">Can you Find...? Poster and Prompt Card Pack (teacher made)</a> (twinkl.co.uk)</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. (Birth-3)</p> <p>Yoga- Cosmic kids. Children are to have a go at the yoga video 'Pedro the penguin' <a href="https://www.youtube.com/watch?v=iSZvMHLw9vs">https://www.youtube.com/watch?v=iSZvMHLw9vs</a></p>	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Repeat words and phrases from familiar stories. (Birth-3)</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print: print has meaning, the names of the different parts of a book print can have different purposes</p> <p>page sequencing we read English text from left to right and from top to bottom (3 and 4 year olds)</p> <p>Read the story 'Lost and Found' to the children. Can they recall what happened in the story?</p>	<p>"Garden Centre"</p> <p>Plant Pot Percussion</p> <p>Rhyming Roses</p> <p>Bag it up</p> <p>What's in the basket?</p> <p>Silly Plants</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3 and 4 year olds)</p> <p>Children to have a go at the counting sheet. (Book) Challenge Children to find and write the correct numeral. <a href="https://www.twinkl.co.uk/resource/t-t-10744-lost-and-found-counting-sheet">https://www.twinkl.co.uk/resource/t-t-10744-lost-and-found-counting-sheet</a></p>	<p>Explore how things work. (3 and 4 year olds)</p> <p>Children to make their own penguin. (Home)</p>	<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways. (Birth-3)</p> <p>Play instruments with increasing control to express their feelings and ideas. (3 and 4 year olds)</p> <p>Instruments- Move in different ways- fast, slow children to decide how they move. (Shark, penguin, polar bear)</p>	
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<p><b>7 Pol ar</b></p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3)</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas. (3 and 4 year olds)</p> <p>Children to work together to stick scrunched up tissue paper onto an outline of a polar bear. Take photos for their learning journey books. (BOOK)</p>	<p>Understand simple instructions like "give to mummy" or "stop".</p> <p>Recognise and point to objects if asked about them. (Birth-3)</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3 and 4 year olds)</p> <p>Use the pictures to discuss different items and animals seen in the polar regions. Talk about favourites and why the children like those photos</p> <p><a href="#">Polar Regions Display Photos - Polar Lands For Kids</a> (<a href="http://twinkl.co.uk">twinkl.co.uk</a>)</p>	<p>Learn to use the toilet with help, and then independently. (Birth-3)</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing. (3 and 4 year olds)</p> <p>Children to have a go at ordering the toilet procedure. What do they do if they get stuck and need help? <a href="#">Toilet Procedure Flash Cards (teacher made)</a> (<a href="http://twinkl.co.uk">twinkl.co.uk</a>)</p>	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother (3 and 4 year olds)</p> <p>Play a 'What's in the Box? Initial Sounds Game' with the children. Show the children a selection of <a href="#">Polar Animals</a> whose names all begin with different initial sounds (such as penguin, seal, whale and reindeer). Add them to the box, say the initial sound of one of their names and see which children can work out the chosen animal.</p>	<p>"Superheroes"</p> <p>Super strong tongues</p> <p>Charge Up</p> <p>Headquarters Help</p> <p>Odd one out</p> <p>What's in the Box</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (3 and 4 year olds)</p> <p>Hide the penguins around the classroom and outside. Children to go around and find them. Do the children recognise any of the numbers? Can they count how many penguins they can see?</p> <p><a href="#">Penguin Themed 1-20 Number and Quantity Matching Cards Worksheet / Worksheet</a> (<a href="http://twinkl.co.uk">twinkl.co.uk</a>)</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Explore how things work. Talk about the differences between materials and changes they notice (3 and 4 year olds)</p> <p>Talk about how some materials, such as water and chocolate, change when they are made hotter or colder. Support the children to melt some chocolate and spread over round biscuits. Use milk chocolate to decorate the biscuits to look like penguins or white chocolate to make polar bear biscuits. (Home)</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3 and 4 year olds)</p> <p>Learn some of the polar songs. Children to sing along and add actions. Record the children singing to send out to parents via Tapestry. <a href="#">Polar Regions Songs and Rhymes Resource Pack (teacher made)</a> (<a href="http://twinkl.co.uk">twinkl.co.uk</a>)</p>	
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## Nursery- Medium Term Planning- Adventure – Summer 2 -2023/2024

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	CoETL
1. Rumble in the Jungle	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. (Birth-3) Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3 and 4 year olds)</p> <p>Working together in 2 groups children are to design their own rainforests thinking about the animals we would find there.</p>	<p>Recognise and point to objects if asked about them. (Birth-3)</p> <p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words. (3 and 4 year olds)</p> <p>Look at the animals in the book. Talk about what they look like, where they like to live. Can the children move like the animals? Do they know their sounds?</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. (Birth-3)</p> <p>Yoga Walk through the jungle cosmic kids (474) <a href="#">Yoga Time!</a> <a href="#">Jungle Safari:</a> <a href="#">Kids Yoga and Nursery Rhymes   Cosmic Kids - YouTube</a></p>	<p>Ask questions about the book. Makes comments and shares their own ideas. (Birth-3)</p> <p>Understand the five key concepts about print: print has meaning the names of the different parts of a book print can have different purposes page sequencing</p> <p>we read English text from left to right and from top to bottom (3 and 4 year olds)</p> <p>Read the story 'Rumble in the Jungle ' by Max Feebeck to the children.</p>	<p>"Castle"</p> <p>Cross the Moat</p> <p>Mr Knight's Noisy Night</p> <p>Castle Alliteration</p> <p>The Queen's Jewels</p> <p>Catch the Dragon</p>	<p>Notice patterns and arrange things in patterns (Birth-3)</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern. (3 and 4 year olds)</p> <p>Repeating pattern snake (Book)</p>	<p>Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. (3 and 4 year olds)</p> <p>Looking at a banana that has been opened. What do the children think will happen over time? Think about the life cycle of the plant. Leave for the week and come back to it for the children to see what has happened.</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3 and 4 year olds)</p> <p>Children to make a giraffe arm print. Thinking about the colours they use and features the giraffe has. (Home)</p>	<p>Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</p> <p>Allow the children to use the IWB however they want. Explore the tools on the writing app. (Inside)</p> <p>Children to create repeating pattern snakes. (Outside)</p>



<p><b>2. Rumble in the Jungle</b></p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (Birth-3) Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. 3 and 4 year olds)</p> <p>Play Jungle Bingo. Children to be in pairs and play the game as a whole group. <a href="#">Animal Bingo (teacher made) (twinkl.co.uk)</a></p>	<p>Can become frustrated when they can't make themselves understood. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Understand simple instructions like "give to mummy" or "stop". (Birth-3) Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (3 and 4 year olds) Animals sound bingo. Children to play the game and listen to the sounds the animals make.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (3 and 4 year olds) Re read the story outside. As adult is reading the story encourage the children to think about how the animal moves. Children to have a go at moving like the animal.</p>	<p>Make marks on their picture to stand for their name. (Birth-3) Write some or all of their name. (3 and 4 year olds) Father's Day Cards <a href="#">(Home)</a></p> 	<p>"Pirates and Mermaids" Crashing Waves Who am I? Noisy Pirates Spyglass Pirates Rhymes</p>	<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (Birth-3) Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Solve real world mathematical problems with numbers up to 5. (3 and 4 year olds) Simple maths problems. If I had 2 elephants how many trunks would there be? Use pictures to support.</p>	<p>Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. (3 and 4 year olds) Look at animal prints. Children to describe them. Can they name the animals with the skin pattern? <a href="#">Animal Skin</a> <a href="#">Patterned A4 Sheets (teacher made) (twinkl.co.uk)</a> <a href="#">(Book)</a></p>	<p>Make rhythmical and repetitive sounds Explore a range of sound-makers and instruments and play them in different ways. (Birth-3) Play instruments with increasing control to express their feelings and ideas. (3 and 4 year olds) Rhythm- Read the story and children to tap the beat out as adult read the story. Challenge- Can the children play the instrument as if they were the animal and how they move?</p>	<p>Respond to new experiences that you bring to their attention. Children to create the rhythms to respond to how the animals move. (Inside) Children to play bingo (Outside)</p>
<p><b>3 Rumble in the Jungle</b></p>	<p>Grow in independence, rejecting help ("me do it!"). Sometimes this leads to feelings of frustration and tantrums. (Birth-3) Develop their sense of responsibility and membership of a community. Develop appropriate ways of being assertive.</p>	<p>Listen to other people's talk with interest, but can easily be distracted by other things. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (Birth-3) Understand a question or instruction that has two parts, such as</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3) Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. (Birth-3) Use some of their print and letter knowledge in their early writing. For example:</p>	<p>"Space Aliens" Space Litter Pick Space Picnic Build an Alien Alien Guess what? Voices in Space</p>	<p>Complete inset puzzles. (Birth-3) Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc (3 and 4 year olds) Jungle animal jigsaws. (Book) Children to build the puzzle. <a href="#">Jungle Animal Jigsaws (teacher made) (twinkl.co.uk)</a></p>	<p>Show interest in different occupations. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (3 and 4 year olds) Talk about being a jungle explorer. Play the IWB game 'What am I?' Pictures of jungle animals adult</p>	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3) Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. (3 and 4 year olds)</p>	<p>Plan and think ahead about how they will explore or play with objects. Children to make their own silly animals. (Inside) Colour mixing to create jungle animals. (Outside)</p>

	<p>(3 and 4 year olds)</p> <p>Play hide and seek with a jungle animal. The children are to count whilst adult hides the animal. Children to take turns hiding and finding the animal. Use the words hot/cold to help the children when trying to find the animals.</p>	<p>"Get your coat and wait at the door". (3 and 4 year olds)</p> <p>Making silly animals. Following adult's instructions children to draw on a whiteboard their animal following my instructions. (My animal has a square body, 3 horns etc)</p>	<p>Show a preference for a dominant hand. (3- and 4-year-olds)</p> <p>Children to experiment with junk modelling <a href="#">(Home)</a></p>	<p>writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name. Write some letters accurately. (3 and 4 year olds)</p> <p>Draw an animal from the story encourage use of correct colour and features. <a href="#">(Book)</a> Challenge- Write their name</p>			<p>describe 1 animal child has to guess.</p>	<p>Have 2 groups and each group is to have 2 animals. Children to explore mixing the colours as a group to see if they can find the correct colour to match the animals. Green for snake, grey for elephant, orange for tiger yellow for leopard.</p>	
<p><b>4</b> <b>The Train Ride</b></p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Birth-3) Develop their sense of responsibility and membership of a community.</p> <p>Develop appropriate ways of being assertive. Show more confidence in new social situations. (3 and 4 year olds)</p> <p>Pass a 'magic Train Ticket' around the circle. When a child is holding the 'magic ticket' it is their turn to speak. If they could go on a magic train that</p>	<p>Start to develop conversation, often jumping from topic to topic. Use the speech sounds p, b, m, w. Are usually still learning to pronounce: l/r/w/y - s/sh/ch/dz/j f/th multi-syllabic words such as 'banana' and 'computer' (Birth-3) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>Develop manipulation and control. (Birth-3) Use one-handed tools and equipment, for example, making snips in paper with scissors. Make healthy choices about food, drink, activity and toothbrushing. (3 and 4 year olds) Children to create a lunchbox to go on the train with. Encourage the use of healthy foods. <a href="#">Book</a> <a href="#">Healthy Eating Lunch Activity - Primary Resource</a> <a href="#">Healthy Eating Lunch Activity</a> <a href="#">(twinkl.co.uk)</a></p>	<p>Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Ask questions about the book. Makes comments and shares their ideas. (Birth-3) Engage in extended conversations about stories, learning new vocabulary. (3 and 4 year olds) Read the story to the children. Talk about what is happening. Children to predict who is waiting at the end of the train ride for the little girl.</p>	<p>"Magical Creatures"</p> <p>I spy in the Fairy Garden</p> <p>Magical Voices</p> <p>Tangles-Up Tongues</p> <p>Gnomes like Gold</p> <p>Silly Centaurs</p>	<p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (Birth-3) Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal</p>	<p>Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (3 and 4 year olds) Look at pictures on the internet of the seaside. Talk about the seaside. What can they see? Has anyone been to the seaside? Create a seaside picture full of things the children associate with being at the seaside.</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. (Birth-3) Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. (3 and 4 year olds) Children to design and make their own bucket. <a href="#">Home</a></p>	

	<p>could take them anywhere, where would they like to go? It could be a real or imaginary place. Have some example where they could choose. Encourage them to think of their own place.</p>	<p>Use longer sentences of four to six words. (3 and 4 year olds)</p> <p>Look at the pictures in the story. What can the children see. Children to use sentences.</p>				<p>principle'). (3 and 4 year olds)</p> <p>Count the spots on the train activity. 2 groups of children. Each group has a set of trains with spots. Challenge-Subitising the spots and reasoning. <a href="#">Count the Spots on Trains 1-20 Display Cut-Outs (twinkl.co.uk)</a></p>			
<p><b>5 The Train Ride</b></p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Develop friendships with other children. (Birth-3)</p> <p>Show more confidence in new social situations.</p> <p>Talk with others to solve conflicts. (3 and 4 year olds)</p> <p>Trains and Tractors Board game. Play in 2</p>	<p>SEASIDE DAY</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow</p>	<p>Develop their phonological awareness, so that they can:</p> <p>recognise words with the same initial sound, such as money and mother (3 and 4 year olds)</p> <p>Blend words of objects from the story. Have pictures and segment the words for the children to have a go at blending them together. Can they guess what the adult is saying? (Using robot talk)</p>	<p>"Witches and Wizards"</p> <p>Witch's Broomsticks</p> <p>Rhyming Spells</p> <p>Noisy Potions</p> <p>Robot Rick and the Wizards Party</p> <p>Dress the Witch</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3 and 4 year olds)</p> <p>Split the children into 2 groups. Look at the shapes on the train. Children to match the shapes. Challenge-Children to talk about a reason on how they know it is that shape. <a href="#">2D Shape Train Activities EYFS Matching Puzzle (twinkl.co.uk)</a></p>	<p>Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (3 and 4 year olds)</p> <p>Talk about the countryside. What do we find in the country? Use the internet to support. Create a picture with things from the country. Compare from last week and looking at a seaside.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing. (3 and 4 year olds)</p> <p>Children to paint a picture scene from the book. (County, Seaside, or town) Think about the</p>	

	<p>groups. Children to take 1 in turns rolling the dice and moving along the board.  <a href="#">Trains And Tractors Board Game (teacher made)</a>  <a href="#">(twinkl.co.uk)</a></p>		<p>blocks.(3 and 4 year olds)</p> <p>Follow the Train Driver. Children to be in large space and 1 person is the driver. Driver to collect the passengers and weave in and around the space.</p>					<p>colours and shapes of the objects they are painting <a href="#">(Book)</a></p>	
<p><b>6 The Train Ride</b></p>	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Be in Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". (Birth-3)          Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.          Begin to understand how others might be feeling. (3 and 4 year olds)</p> <p>Children to try some summer fruits (Watermelon, strawberries, cucumber etc) and shar with their friends, taking it in tuns to voice their opinion.</p>	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (Birth-3)          Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." (3 and 4 year olds)</p> <p>Put the train near or far next to the objects. <a href="#">Book T-S-807-Put-The-Train-Near-Or-Far-Picture-Strips.pdf (twinkl.co.uk)</a></p>	<p>Develop manipulation and control. (Birth-3)          Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.          Show a preference for a dominant hand. (3 and 4 year olds)</p> <p>Children to have a go at threading the summer pictures. <a href="#">(Home)</a>  <a href="#">EYFS The Seaside Threading Finger Gym Plan and Resource Pack (twinkl.co.uk)</a></p>	<p>recognise words with the same initial sound, such as money and mother          Write some or all of their name. (3 and 4 year olds)</p> <p>Children to use the magnetic letters to write/spell their name</p>	<p>Phonic Games to be played with children during Phonics.</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.          Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (Birth-3)          Say one number for each item in order: 1,2,3,4,5.          Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').          Compare quantities using language: 'more than', 'fewer than'. (3 and 4 year olds)</p> <p>Have train carriages in different colours. Children to find things and match them to the colours.</p>	<p>Talk about what they see, using a wide vocabulary.          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (3 and 4 year olds)  <a href="#">Look at a town/city. What can we see in a town/city? Children to discuss and draw a picture full of things from a town/city. Compare with a seaside and country.</a></p>	<p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.          Take part in simple pretend play, using an object to represent something else even though they are not similar. (Birth-3)          Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.          Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (3 and 4 year olds)</p> <p>Role play the story out with the children          Build a train track altogether and then put the different things the girl sees beside. Act the story out with the children</p>	

Challenge- Count  
the objects and  
see which is the  
most/least  
popular.

joining in.

7

Children to help sort/tidy classroom for Next Year

Topic related activities available for children to choose from.